Catalog Description
This course is an analysis of western European history from 1815 to present. The course provides an overview of the major political, economic, and cultural developments which characterize modern Europe and concludes with a comparative study of postwar Europe and America. 3 credits, General Education Course

Course Description
History 107 picks up where History 106 left off, with the transition of Europe from the warfare and political instability caused by the French Revolution to a more stable political environment, if not the end of warfare, under Napoleon. From Napoleon, we will continue through what historians consider “Modernity” in Europe as kingdoms evolve through revolutions into nations, new political and social philosophies contend for popularity with the increasingly active public, world wars and genocide reshape European identity and memory, and the work of the imperialists unravels and redefines Europe’s place in the global society. Although 107 is designed to study Modern Europe in more detail than 102, we will still be moving through these 200 years at a quick pace, sadly leaving many avenues unexplored during lectures. To compensate for this loss, we will be reading a variety of primary and secondary sources that can provide a snapshot into more specific topics in European history. You will also be given the opportunity to explore a topic of interest to you in more depth when you construct your individual research paper.

What makes this course “Honors?”

Historiography:
On an introductory level, students are often only asked to recognize historical “facts” and events. However, in reality history is not a fixed set of facts or dates but rather a product of debate and discussion among historians who do not always agree with one another’s explanations of the past. Historians provide their own interpretations of the past based on their own reading of the facts. These interpretations are discussed, debated, and consolidated to yield the ever-changing narrative we call history. Studying this fluxional construction of historical knowledge is called historiography and it introduces the real complexities and questions of history that honors students can tackle. We will be talking about many of these key historiographical debates in lecture and discussion. You will also be encouraged in this course to become historians-- to use the facts presented through the textbook, primary readings, and lecture to develop your own interpretations of the periods we cover.
Reading and Discussion: Much as you may enjoy lectures, real learning comes from active involvement in the material. For historians, this means immersing yourself in the sources we have on our past. You will be expected to read documents, both primary and secondary sources, for every class meeting and be prepared to discuss extensively the larger questions raised by these pieces. Many of these pieces may be confusing when you first read them, but through continued discussion of the pieces with your peers you will learn how to dissect them. I expect a commitment to learning in an honors course which means a commitment not only to reading but actually thinking about the pieces and being prepared to share your ideas.

Independent Research and Writing: One of the wonderful benefits of an honors course is the ability to find a topic that interests you and develop your own research and thesis around it rather than writing on a topic or thesis already set by the professor. In this course, we will walk through the steps of developing, researching, and writing a thesis paper that will be of immense value to you in any history course you take in a four year university.

Taking an Honors course makes you a member of the BCC Honors Program, Being involved in the Honors learning community has clear benefits including smaller, more stimulating classes, the opportunity to earn an Honors diploma and to achieve a good transfer to a top-tier four-year college. For program details such as eligibility, the Honors-by-Contract option and class schedule, see www.bergen.edu/honors

Please come to the meetings and events of the Honors Association, our student club. You will have an opportunity to make new friends, learn more about the Honors Program, hear about the best approaches to managing time and studying effectively, understand transfer options and the benefits of graduating from Bergen with an Honors diploma. See BergenHonors at Facebook.

Learning Objectives
Upon completion of the course, students should be expected to:

1. Identify the leading figures, major events and significant places in Modern Europe
2. Understand various explanations of events such as political, economic and religious interpretations in history
3. Understand the development of various components of Western life such as government, business, the military and popular culture
4. Understand the relationship of past events with present conditions in the world
5. Appreciate the role of a citizen in a democratic republic and have a more informed view of the complexities of a large modern democracy

Assessment of Objectives
Mastery of these learning objectives will be assessed/measured through pop quizzes, class participation, analysis of primary sources, essay exams, and the final paper.

Required Course Readings

**REQUIRED readings will be posted on Moodle**
Course Policies

Attendance: I approach each day of this course as more of a discussion or conversation about history than a formal lecture. As such, your attendance and participation are an important part of the course. Every two absences will affect your final grade by one letter.

Tardiness: While I understand that getting to class on time can be made difficult at times by traffic, childcare, jobs, and public transit, it is your responsibility to come to class on time. Tardiness of more than 15 minutes or consistent tardiness of a few minutes is unprofessional and disruptive to other students and will result in a lower grade for class participation.

Academic Integrity and Plagiarism: Using any source, either as a direct quote or paraphrase, including information from the internet, without the appropriate source citation is considered plagiarism. Evidence of plagiarism in your work will result in a zero for the assignment, notification of academic dishonesty to the department and university, and recommendation for probation or expulsion. All work must be your own. Any indication that you have purchased a paper or copied the work of another student will result in a zero and notification of your academic dishonesty. All exams are to be taken without notes or other assistance. Any indication that you have made recourse to notes, e-files, or other sources during the exam will result in a zero for the exam and notification.

Late Papers: Papers will be collected at the beginning of the class on the due date. All papers received after this time, even on the same day, will be penalized 25% every 24 hours (not each class meeting) that they are late. If I am not on campus the day that you turn in a late paper, you may email the paper to me to avoid additional point deductions but must provide a hard copy at the next class meeting.

Missed Exams: Make-up exams will be given only in the case of a certified emergency. You must contact me and provide this certification as soon as possible. You will have one week from the date of the missed exam to complete the makeup.

Assignments

Reading
You are expected to do all the reading assigned. The textbook readings can be used as a reference, particularly when you do not already have a strong foundation in the period being discussed in lecture. All readings not from the textbook can be found on Moodle with titles that correspond to the lecture on the date that they are listed in the syllabus. I highly recommend that you print out the documents and bring them to class with important passages highlighted and notes taken. This will help you be prepared to contribute to class discussion and to do well on the possible pop quizzes.

There will be two types of documents in this course. Most days we will be dealing with a shorter primary source document and will spend about 15-20 minutes discussing the piece as a class. However 7 times throughout the semester you will be reading a historiographical essay, which is
a secondary source. For these longer and more complicated pieces, we will be doing a larger class discussion about 45 minutes to 1 hour long with student discussion leaders.

**Participation**
You need to read all of the pieces that are listed for the class meeting and bring the readings with any notes you take to class prepared to discuss them. Participating in class each day talking about the documents and engaging in the class will be 10% of your class participation grade. The other 10% will come from leading class discussion during one of our 7 larger discussion days. These days are marked on your syllabus with bold face **Class Discussion**. On these days, 45 minutes of the class will be set aside to talk about a longer document. On the day you lead discussion, you will be responsible (with me) for posing some questions about the document to the class, promoting discussion among the class, and making connections between the reading and the lectures. A list of suggestions for leading discussion will be posted on Moodle along with the sign up sheet that lists all members of each group of discussion leaders. All students are responsible for reading each of the pieces and participating in all of these discussions.

**Quizzes**
In order to ensure that you do this reading, I will be giving 6 pop quizzes on the assigned documents available on Moodle throughout the semester. The lowest quiz will be dropped. **Missed quizzes cannot be made up.** You will be allowed to reference your documents and any notes you took during the quiz so be sure to bring your reading and notes to class.

**Exams**
There will be two exams in this course, an in-class midterm and a take home final. The exam format will combine short essay and a choice of longer essay topics. An exam review will be provided two weeks before the exam. The documents for class discussion will be large part of the material covered in each exam.

**Paper**
There will also be one 10 page paper for the course **DUE: THURSDAY MAY 10**

*If you have any concerns about how to write this paper PLEASE come talk with me during office hours or over email.*

Many students hesitate to take honors classes because they are afraid of the paper that is involved. However, if you work to meet the deadlines I have listed below, you will find this paper is not as frightening as it might first seem. And there are wonderful intellectual benefits to working on a project of this scope:

1. The ability to delve deeper into an area of history that is of interest to you and work independently with my guidance.
2. The opportunity to produce a research paper of a nature and length (10 pages) acceptable for submission/presentation at various student conferences (Beacon etc)
3. Exposure to the work and thought of professional historians through a study of historiography and research methodology
Research Paper assignment and deadlines

You are getting ready to begin the process that all professional historians must go through in their own work. First they find a topic of interest, they read as many primary sources from the period as possible while also reading other historians’ interpretations and ideas on the topic in order to discover where their own ideas and research findings fit—do they agree or disagree with previous historians? do they have a new approach or a new source that provides a different perspective? Then they write their own interpretation, drawn from their own research in primary sources, while also explaining how their work supports/critiques/augments the existing historical narrative.

1. TOPIC: Select a time period or event of interest to you from 1815-present and begin reading background information on this period in order to narrow down your interest to a topic of appropriate size for a semester assignment. (By Tues Feb 28)

2. HISTORIOGRAPHY; With my assistance, select and read 3 or 4 articles on this topic from scholarly journals (or chapters in books—with my approval). Your emphasis in selecting the articles should be finding pieces by historians that support and/or contradict one another’s interpretation of the topic. Consider how they approach the topic, how they differentiate their approach from those that have been used before by other historians, what they consider significant, what sources they use, the broader significance they see in this topic and their interpretation of it, and why they feel their approach/interpretation is worthy of study. (By Thurs March 15)

3. RESEARCH; Find and read several applicable primary sources to give you your own insight into the topic and continue to read background narratives—as you find individuals, documents, etc mentioned in these narratives, add them to your list of sources to look into. Consider as you are reading these sources whether they seem to support or call into question any of the journal articles’ approaches. (By Thurs April 5)

4. THESIS, INTRO, AND OUTLINE; Craft a thesis statement, introduction, and outline for your paper. The thesis should explain the topic and how you have interpreted it based on your primary source readings with reference to existing scholarly studies. The outline can vary but the body of the paper needs to include a discussion (analyze, compare, contrast) of the arguments in the scholarly articles and explanation of which you found convincing. The body of the paper should also include explanation of your own research—what sources did you consider important and what insight did they provide. How did they lead you to your own ideas about the topic and cause you to agree or disagree with previous historians’ interpretations? Your outline should be as specific as possible noting each argument you will make and even providing an example of a quotation that you might use in the paper for support. The more thorough your outline and introduction, the more feedback you will have to improve your final paper! (By Tues April 24)

5. I will return these to you as quickly as possible so that you can have my feedback to write the final version of your paper.

6. FINAL PAPER DUE; The paper should be about 10 pages in length. Reminder that you must use proper citations for this paper—be sure that that as you do your research, you keep
track of all page numbers for your quotations and paraphrased information. See me or a BCC reference librarian for help with Chicago style or MLA. (Thurs May 10)

**Grading**
Midterm: 20%
Final Exam: 25%
Final Paper: 25%
Submission of each component of the paper on the due dates (ie topic, thesis, outline, etc): 5%
Participation in class 10%
Leading discussion 10%
Quizzes 5%

**Grade Scale**
A = 90-100%  
B+ = 86-89%  
B = 80-85%  
C+ = 76-79%

C = 70-75%  
D = 65-69%  
F = 64% or less

**Course Schedule**
Tuesday February 14
Introduction to the Course and Explanation of the Research Paper
What is Historiography? And Review of the French Revolution’s Impact on Modern Europe

Thursday February 16
Napoleon and his Legacy
Moodle Reading: Political Testament and Letters
Textbook Reading: Palmer prologue xxi-xxiv

Tuesday February 21
Romanticism, Nationalism, and Reverberations of Revolution
Class Discussion 1: Selections from Searle White’s Psychology of Nationalism and Kramer’s Historical Narratives and the Meaning of Nationalism
Textbook Reading: Palmer section 53-56 and 63-64

Thursday February 23
Imperialism: “Civilizing” the World
Moodle Reading: Cecil Rhodes’s Superior Anglo-Saxon Race, Pan German League Dominant Races, and White Man’s Burden
Textbook Reading: Palmer section 77-82
Tuesday February 28
**TOPIC DUE
**Industrialization and its Social Effects
Moodle Reading:
F. Engel’s Working Class of England
Textbook Reading: Palmer section 52 and 72

Thursday March 1
Marxism and late 19th c. Intellectual Currents
Moodle Reading: Nietzsche’s “God is Dead” and “On Self-Overcoming”
Textbook Reading: Palmer section 58-61 and 74

Tuesday March 6
Fin de Siècle France and Germany: from the Franco-Prussian War to the Dreyfus Affair
Class Discussion 2
Gay Gullickson’s La Pétroleuse: Representing Revolution
Textbook Reading: Palmer section 62 and 65

Thursday March 8
Catch Up Day and
Library Instruction on Research Methods and Citation

Tuesday March 13
Victorian England, Czarist Russia, and What is Austria-Hungary?
Goncourts’ “On Female Inferiority” and Wright’s “Unexpurgated case against Woman suffrage”
Textbook Reading: Palmer section 65-66 and 73

Thursday March 15
**HISTORIOGRAPHY DUE
Underlying and Immediate Causes of WWI
Class Discussion 3:
Robert Whol’s Generation of 1914
Sidney Fay’s Origins of the World War
Fritz Fisher’s Germany’s Aims in the First World War
Arno Mayer’s Domestic Causes of the First World War

SPRING BREAK
March 19-23
Tuesday March 27

**Midterm**

Thursday March 29

The Experience of the Great War
Moodle Reading:
Excerpts from All Quiet on the Western Front, Wartime poetry
Textbook Reading: Palmer sections 84-87

Tuesday April 3

The Great War to the Peace of Versailles
Moodle Reading: “Battle of the Somme,” “From Verdun”
Textbook Reading: Palmer sections 88-89

Thursday April 5

**RESEARCH DUE**

The 1920s: German Depression and Russian Revolution
Moodle Reading: Depression—Germany’s Unemployed and What is to be Done?
Textbook Reading: Palmer sections 90-93, 96-97, and 99

Tuesday April 10

Defining Fascism

**Class Discussion 4:**

Griffin’s Definition of Fascism
Eatwell’s “On Defining the Fascist Minimum”

Thursday April 12

Fascism in Practice: Italy and Germany in the 1930s
Moodle Readings:
Hitler’s 25 Points, Goebbels Propaganda, Law for the protection of Hereditary Health and Law
for the protection of German Blood
Textbook Reading: Palmer 102-103

Tuesday April 17

World War II to the Battle of Britain
Chamberlain’s Defense of Appeasement, Churchill’s Blood Toil Tears and Sweat
Textbook Reading: Palmer sections 104-105
Thursday April 19
A Moral Choice: Resistance or Collaboration, Life under Occupation
Class Discussion 5:
Robert Aron: The Vichy Regime
Robert Paxton: Vichy France: Old Guard and New Order
John Sweets: Choices in Vichy France

Tuesday April 24
**THESIS, INTRO, AND OUTLINE DUE
Moodle Reading:
Stalinism
Famine in Ukraine and The Cult of Stalin
Textbook Reading: Palmer sections 94-95 and 106-107

Thursday April 26
Holocaust and its Ramifications
Class Discussion 6:
Daniel Goldhagen “Hitler’s Willing Executioners”
Christopher Browning “Ordinary Men” and Afterword

Tuesday May 1
Collapse of the New Order and Origins of the Cold War
Moodle Reading: John Gaddis’ Origins of the Cold War
Textbook Reading: Palmer sections 108-113

Thursday May 3
A Global Society—Europe Reimagined from Decolonization to the EU
Class Discussion 7:
Jihad vs McWorld
Textbook: Palmer sections 121-123 and 130-132

Tuesday May 8
Course recap and Emergency Care Paper clinic
Final Exam due

Thursday May 10
Final Version of Paper Due
Web Enhanced Course Entry Information

January 31, 2012

Dear Student,

Welcome to the online community at Bergen Community College. You have registered for a Web Enhanced course. This letter provides you with important information and instructions you will need to gain access to WebCT for the online segment of your course.

To enter go to: moodle.bergen.edu and enter your username and password and click Login. You must log into your course using the following guidelines for your username and password. This is the only way you can enter your course – you cannot change your username or password or you will not be able to log in.

1) Your user name is the same as your WebAdvisor username.

2) Your password is up to first 8 letters of your last name followed by last 4 digits of your BCC ID. Type the first initial of your last name in uppercase. Example: John O’Shaughnessy & BCC ID# 1071234 = Oshaughn1234.

You can access your course from the Courses AvailableTo You block. Click the + sign to expand the term and you will find your course(s).

Unless you are on campus, you are responsible for supporting your own Internet access and email account throughout the course.

If after following these instructions you still have difficulty logging in, please call the help desk at 1-877-612-5381.

We hope you find your experience to be a productive and enjoyable one.

Please email us at citl@bergen.edu with suggestions to better serve you and the online learning community at Bergen Community College.
Resources Available to Students

I need help learning the material, reading the documents, studying for exams, or writing papers
The Cerullo Learning Assistance Center in Paramus (L 125)
   Offers FREE tutoring Mon-Sat
   Writing Center to help organize and revise papers
   Also has applications for “Smarthinking”—online tutoring program
   http://www.bergen.edu/pages/2192.asp

I have a certified absence and need to take the make-up exam
And/or
I have a disability documented by the Office of Specialized Services and need accommodations for the exam

Office of Testing Services in Paramus (S 127)
   201-447-7203
   You will need to provide a photo ID, my name, and come with enough time to take the exam before the center closes
Missed Exam:
   You must notify me and provide documentation as soon as possible before or after missing the exam for an emergency. You will have one week from the date of the exam to complete the makeup.
Special Accommodation:
   Students who need special accommodation for exams must present to me, in advance, the proper forms from Office of Specialized Services in order to have exams given in the Testing Center.

I do not have a copy of the textbook
There is a copy of our textbook available on Reserve in the library under the course name. You may use it for 2hr periods in the library and can make copies.

Other Resources for Students
Office of Specialized Services
Bergen Community College’s Office of Specialized Services collaborates with and empowers students with disabilities to achieve their educational goals. The office provides academic support services and appropriate accommodations allowing students equal access to their college curriculum and other college programs.
   http://www.bergen.edu/pages/5175.asp

Counseling
Individual counseling for international student concerns, transfer guidance, academic counseling, and personal counseling.
   http://www.bergen.edu/pages/6071.asp (main counseling website)
   http://www.bergen.cc.nj.us/pages/5561.asp (Center for Health, Wellness, and Personal Counseling)